

MTSS

An Overview



The SD DOE will support the implementation of MTSS in providing training for the district literacy coaches to meet the essential elements. The coaches will provide/facilitate:

- Foundational Reading Training to staff to strengthen Universal/Tier 1 reading instruction.
- A monthly MTSS team meeting.
- Modeling evidence-based intervention strategies and providing teacher support through instructional coaching.
- Grade level data analysis after each benchmarking period
- Grade level support for student problem solving and instructional focus on skill deficits for student interventions.

Outcomes

Working collaboratively as building level teams, participants will expand their background knowledge of the major components of the Multi-Tiered System of Support (MTSS) framework.

Participants will gain an understanding of what it means to be a member of their MTSS Leadership Team as well as how to support the implementation process and generate buy-in from staff.

Utilizing collaboration time provided, teams will begin the planning process for implementation at the district and building levels.

Whoot!

History of MTSS in South Dakota

Federal Level

Reauthorization of IDEA, 2004



2007

State Level MTSS, 2013

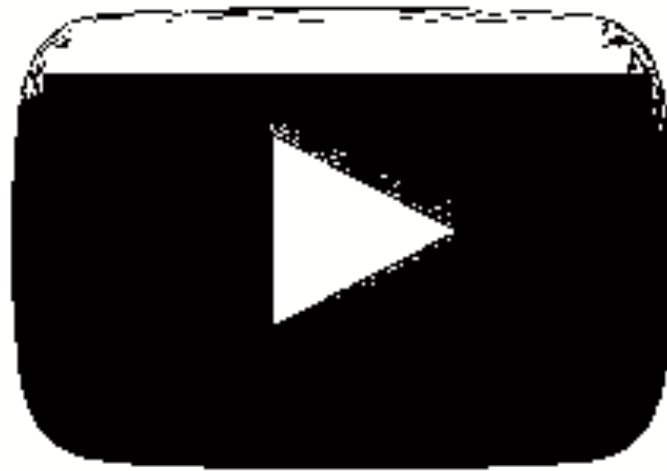
PBIS

- the protocol used for behavior supports

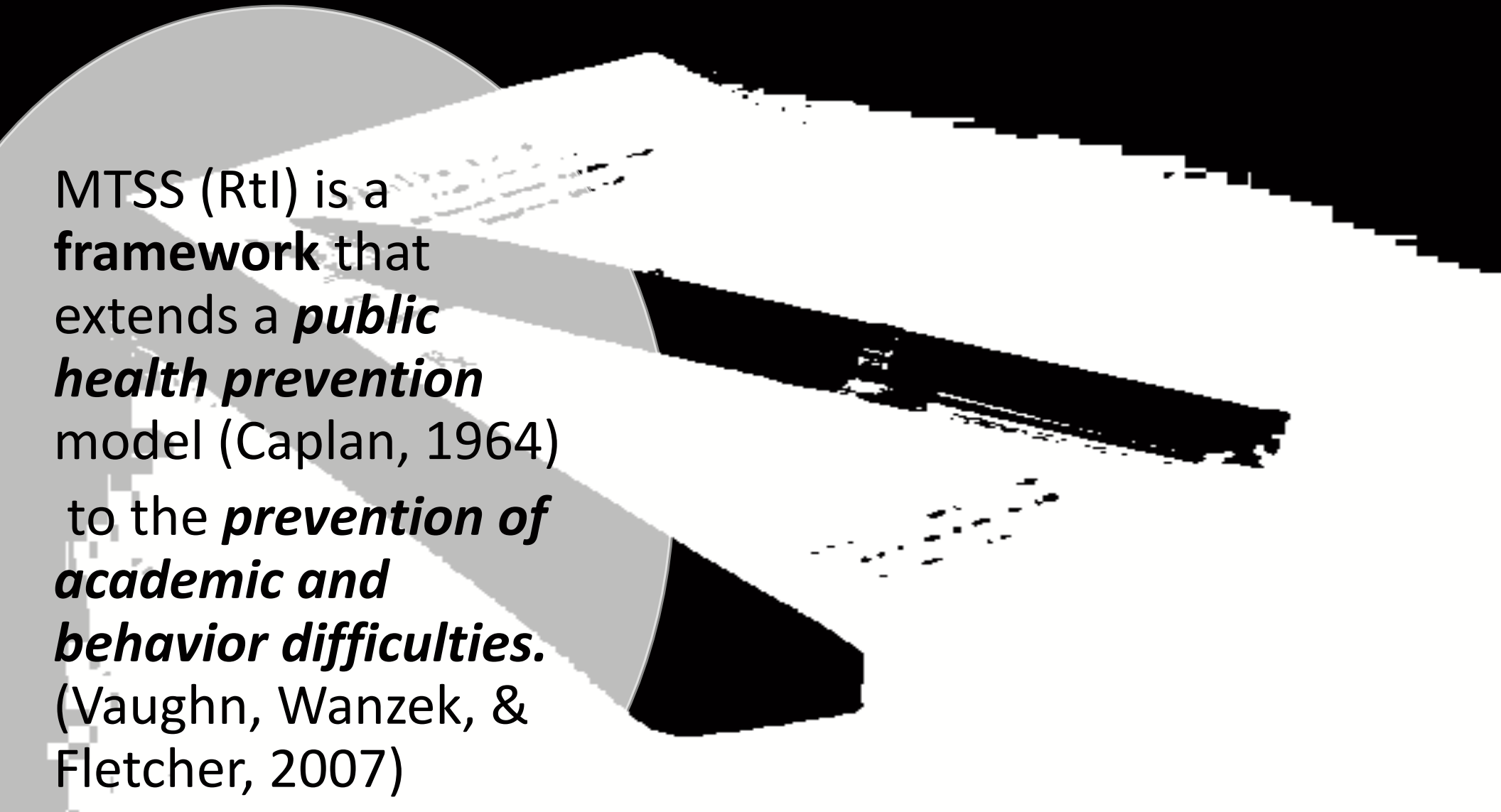
Response to Intervention

- the process you use to solve academic problems

MTSS/Rtl is not...



<https://www.youtube.com/watch?v=T4xqhj-xVnQ>



MTSS (RtI) is a **framework** that extends a ***public health prevention*** model (Caplan, 1964) to the ***prevention of academic and behavior difficulties.*** (Vaughn, Wanzek, & Fletcher, 2007)

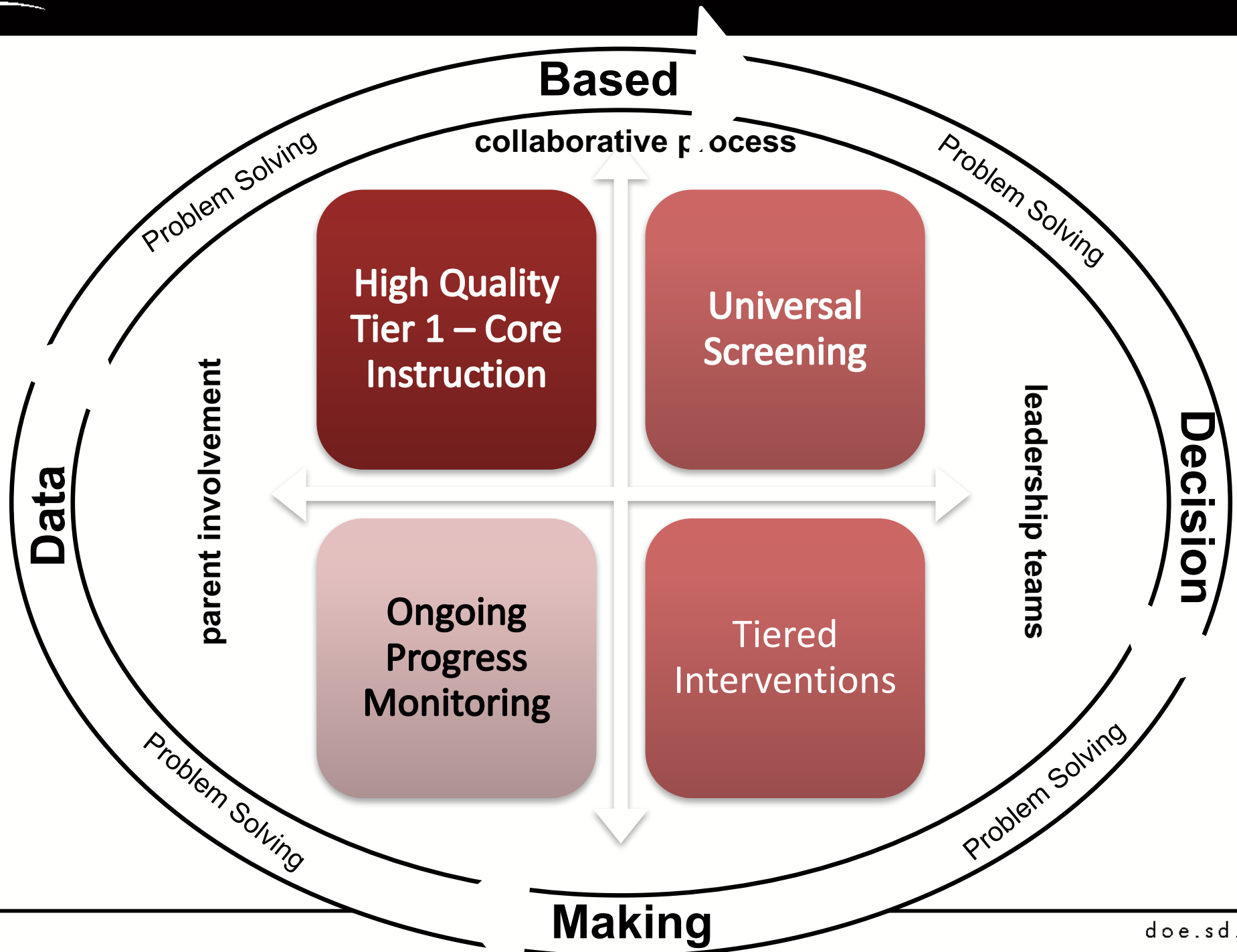


MTSS is...

***A framework* for promoting access
to high quality core instruction**

Most importantly...

**MTSS/RtI provides states, districts, and schools
with a *framework* for allocating instructional
services and resources *in response to student
needs***





“Research and field implementation efforts tell us that RtI *can* work, but do not ensure that it *will* work in schools...RtI is vulnerable to the same misuse and subsequent abandonment that has plagued generations of educational innovations”

(VanDerHeyden&Tilly, 2010)

The background of the slide features a repeating pattern of stylized, light gray outlines. These include mushrooms with rounded caps and stems, and speech bubbles of various shapes. The pattern is distributed across the entire slide, creating a subtle, decorative backdrop.

Let's Review the Definitions of Rtl

Definitions of MTSS from experts:

A progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a SLD, and provides early intervention with the goal of improving the achievement of all students.

The practice of providing high-quality instruction and interventions based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

A dynamic problem-solving process in which data is integral in making decisions about which skills struggling readers lack and whether intervention instruction provided to date has been effective.

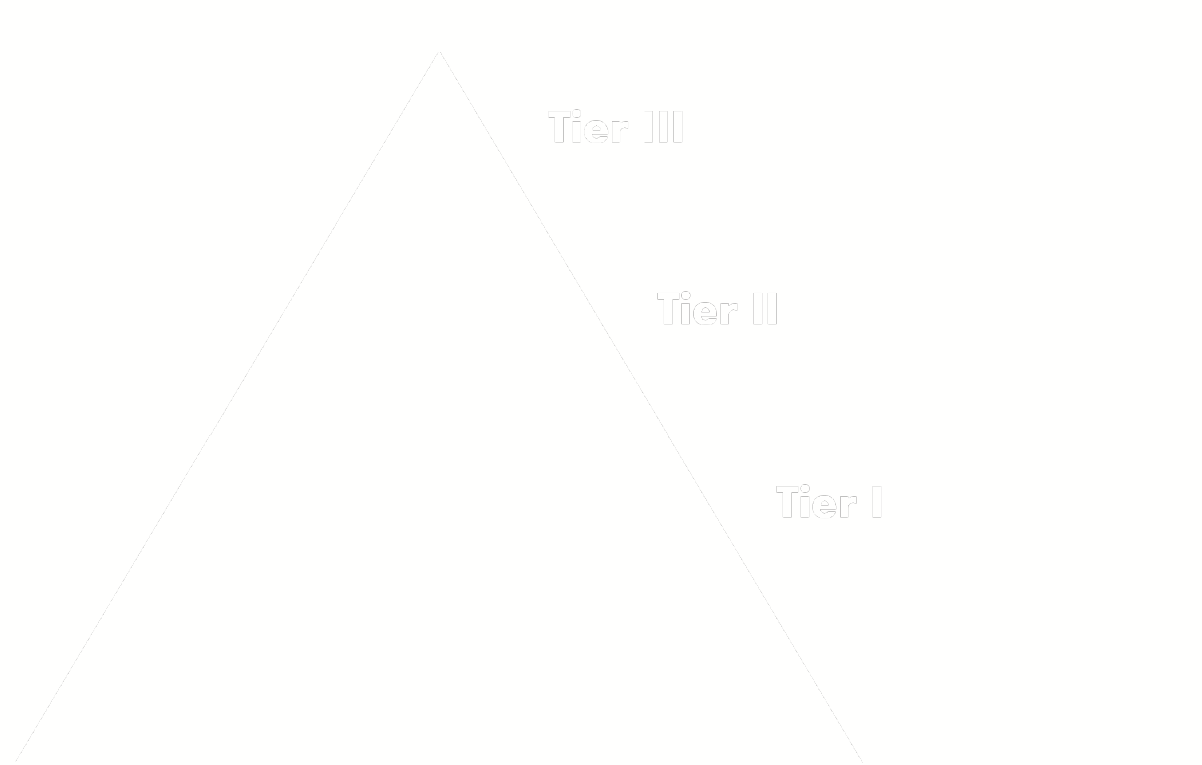
A framework for using data to allocate educational resources to improve learning for all students. Decisions are made for all students using a problem-solving, decision-making method. It includes processes to:

- universally screen all students to determine which students need additional instruction
- match instruction to the specific needs of students,
- implement effective instruction with fidelity
- monitor the effectiveness of instruction.

Discuss at your
table the
definitions and
which one
matches your
understanding of
the process



A Multi-Tiered System of Support



What we are striving for...

Intensive
(High-risk students)
Individual Interventions
(3-5% of students)

- In addition to Universal and Targeted
- Diagnostic – skill specific
- Behavior/Academic Plan
- Highly explicit
- Research based
- Weekly progress monitoring

Targeted
(At-risk Students)
Classroom & Small
Group Strategies
(10-20% of students)

- In addition to Universal
- Often small group
- Based on specific skill deficits
- Explicit
- Research based interventions
- Frequent progress monitoring – re-grouping

Universal
(All Students)
School-wide, Culturally Responsive
Systems of Support
(75-85% of students)

- Adequate time allowed
- Fidelity to curriculum
- Research based curriculum
- Inclusive of all basic literacy skills/all social skills relevant to SW expectations
- Explicit
- Differentiated

Tier 1 – All Students

- ⦿ Evidence based curriculum for all students and staff that are implemented across grade levels/settings
- ⦿ All students receive high quality core reading(content area) instruction.

**Universal
(All Students)**

**School-wide, Culturally
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Systems of Support
75-85%**

- Adequate time allowed
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Tier 2 – Some Students

- Specialized interventions typically provided in a standardized manner for small student groupings
- Students identified through the universal screening as “at risk” or “struggling” move through the general education curriculum with differentiation and individualized interventions that increase in intensity.

Targeted

(At-risk Students)
Classroom & Small
Group Strategies

10-20%

- In addition to Universal
- Often small group
- Based on specific skill deficits
- Explicit
- Research based interventions
- Frequent progress monitoring – re-grouping

Tier 3 – Small amount of Students

- Intensive interventions that are highly specialized to meet the particular student's strengths and needs
 - Based on R-CBM data
 - Errors are many and varied, generally cannot read the words on the page
 - Lack fundamental skills
 - Significantly below benchmark with words read correctly
 - Low accuracy percentage

Intensive
(High-risk students)
Individual
Interventions
(3-5%)

- In addition to Universal and Targeted
- Diagnostic – skill specific
- Behavior/Academic Plan
- Highly explicit
- Research based
- Weekly progress monitoring

Key Elements of Academic MTSS

*(Response to
Intervention)*





✓ Elements

Assessment

Leadership
Team



Assessment

Universal Screening: Use an approved screening tool with documented reliability and validity to screen all students three times per year to determine grade level mastery of basic reading skills.

Purposes of Assessment

1

Screening &
identification

2

Diagnosis &
instructional
planning

3

Progress
monitoring

4

Program
evaluation &
accountability

Our Responsibility...

Choose the correct assessment for the correct purpose

Response to Intervention uses assessment for three purposes:



Screening &
identification



Diagnosis &
instructional
planning



Progress
monitoring



Program
evaluation &
accountability

Screening Essentials

- Curriculum Based Measurement (CBM)
- Time and cost efficient
- Measure basic grade level skills
 - Don't measure everything but measure important things
- Results are available immediately
- Scientifically based with considerable field testing
- Reasonably authentic and we can “see” whether students are engaged and motivated
- Have a progress monitoring feature
 - Seamless across grade levels and tiers

FastBridge



Diagnostics

- Assessments used when the screening tool doesn't provide a definitive error pattern
- Diagnostic assessments help pin point the areas of weakness and determine where instruction should begin based on skill continuums
- Not used with all students



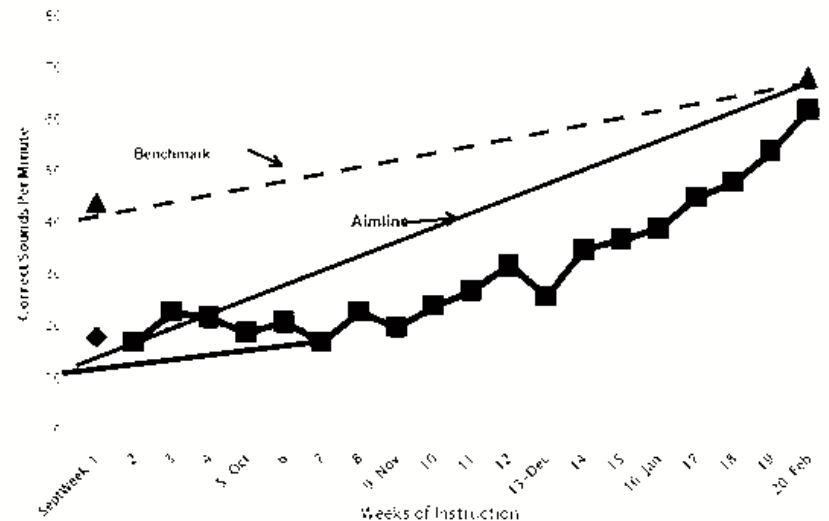
Progress Monitoring

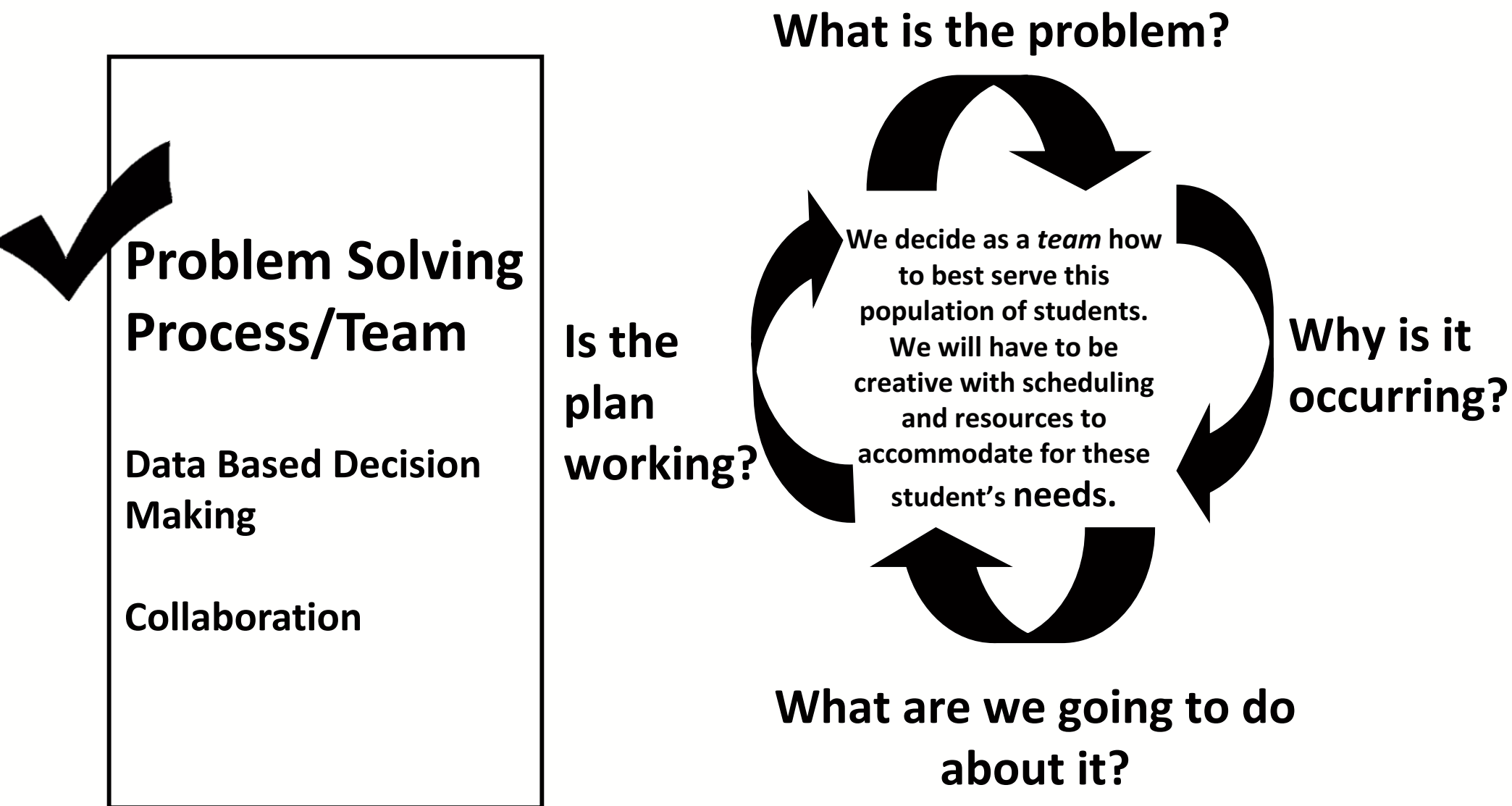
Assessments used to determine whether or not intervention instruction is effective

Conducted on a frequent basis

- Weekly, bi-weekly
- Change instruction

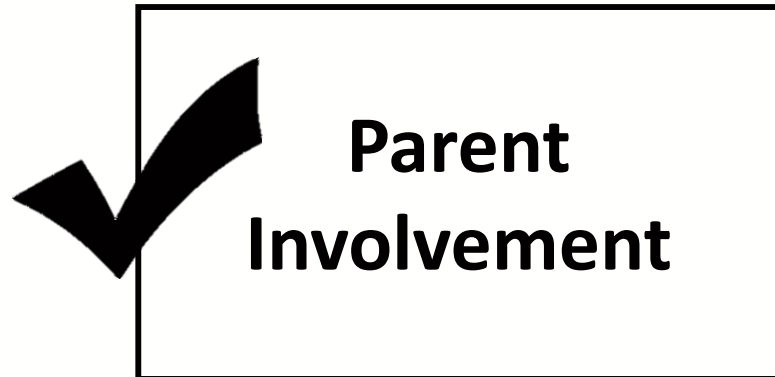
Student progress is consistently checked to determine whether the evidence-based instruction provided for each student is working. If adequate progress is not being made, appropriate changes are made to the instruction and progress monitoring continues.







- **Developed at the school level**
- **Helps guide the processes and procedures**
- **Generates staff buy-in**



**How will parents be
kept informed of the
process and kept
informed of their
child's progress?**



Take
Note





4

**VOLUNTEERS
NEEDED**

• •

FEELING LIKE A STRUGGLING READER A READING SIMULATION

Presented to:

Presented with permission by:
Pat Bruinsma
MTSS Coordinator/RtI Specialist
SD Department of Education

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UNDERSTANDING THE RELATIONSHIP AMONG DECODING, FLUENCY, VOCABULARY, AND READING COMPREHENSION

..

PURPOSE OF THIS ACTIVITY

Help teachers understand how difficult it can be to read.

To illustrate the reasons a student might have difficulty reading.

To promote discussion about the reading process.

..

VOLUNTEERS, PLEASE

I need 4 volunteers who don't mind reading in front of others.





Take
Note

What is necessary for

ALL STUDENTS

Begin with a belief system...

- All students can be taught effectively
- Intervene early
- Use a multi-tiered model of service delivery
- Commit to using research-based (evidence based) instruction and interventions
- Consistently monitor student progress and **use** the information to drive all instructional decisions
- Use data-based decision making for all instructional decisions
- Maintain communication between school staff and parents with regard to student progress

Commit to fidelity

- Assessment
- Data analysis
- Evidence based instruction
- Process
- Team responsibilities
- Train staff
 - Process
 - Assessment
 - Instruction

MTSS is a Culture Change

Changing the culture of a school to one in which teachers and administrators collaborate on data analysis, progress monitoring, and the organizational tasks necessary to make the intervention periods truly responsive to students' learning needs is very difficult!"

Michael D. Rettig and Robert Lynn Canady, School Scheduling Associates

Our biggest challenge?

The central question is not:

What about the students is causing the performance discrepancy?

but

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

To be successful, we must...

- Be given the support necessary to make the change
- Be given the opportunity to receive continuing, job-embedded professional development that addresses relevant areas essential to effective implementation
 - Implement the training with fidelity
- Stop working in isolation
 - Problem solve as a team
 - Work together to find and provide interventions
- Tap into evidence-based, proven interventions
 - Implement with fidelity
- STOP doing what doesn't work for kids

Table Discussion:

*What do you
have in place and
what might be
potential speed
bumps?*



- What is in place?
- What needs to be addressed? Training? Screener? Who?
- Monthly Team meetings?
- Data Check points after benchmarking?
 - 40% guide?



Questions?

